DOCUMENT RESUME

ED 305 987 PS 016 951

TITLE	Kindergarten Skills and Knowledge Research Study Management Summary and Getting Ready for School: What Kindergarten Teachers Would Like Your Child To Know.
INSTITUTION	World Book, Inc., Chicago, IL.
PUB DATE	87
NOTE	61p.
PUB TYPE	Statistical Data (110) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Cognitive Development; Emotional Development; *Kindergarten; Language Acquisition; National Surveys; Physical Development; Preschool Children; Preschool Education; Preschool Teachers; Reading Readiness; *School Readiness; Social Development; Tables (Data); *Teacher Attitudes

ABSTRACT

A nationwide survey was conducted to determine what skills and knowledge kindergarten teachers consider important for preschoolers to have upon entering kindergarten. A sample of 400 randomly selected school districts were invited to contribute kindergarten readiness guidelines and report cards; 78 schools and school districts from the United States and Canada responded. From these materials, a list of 141 skills and concepts was compiled and organized into five categories: (1) language development; (2) cognitive development; (3) physical development; (4) reading readiness; and (5) social-emotional development. Teachers (N=12,500) were invited to rate each item in the survey on a five-point scale according to the item's importance for children entering kindergarten. Response data is presented. The first 38 pages of this document consist of the management survey of the study, the survey instrument itself (the World Book School Readiness Skills Study), and a World Book news release. The next 22 pages consist of a separate pamphlet for parents entitled "Getting Ready for School" that reports on these skill areas to the effect that over 3,000 kindergarten teachers identified 105 desirable readiness skills in this survey. The pamphlet offers a variety of information and suggestions about child development, skills, and activities. (PCB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

KINDERGARTEN SKILLS AND KNOWLEDGE RESEARCH STUDY MANAGEMENT SUMMARY AND GETTING READY FOR SCHOOL: WHAT KINDERGARTEN TEACHERS WOULD LIKE YOUR CHILD TO KNOW.

c. World Book, Inc., 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

World Book, Inc.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 016951

Conclusions:

- 19 of the 141 skills were rated in the "highly desirable" to "essential" range by three out of four teachers surveyed. This means that those 19 skills are considered very valuable and/or indispensable for a child to have prior to entering kindergarten. World Book products may assist the child in achieving six of these 19 skills, namely:

  Pronounces own first name.
  Pronounces own last name.
  Has been read to frequently.
  Has been read to daily.
  Listens to a short story.
  Follows simple directions

  In addition, World Book, with the assistance of Dr. D. Keith Osborn, may develop a brochure listing these 19 skill areas and include steps the parents can take to help the child achieve these skills. For example:*

  Skill: Is not afraid to go to school

  What can parent do?
  1. Take child to visit new places.
  2. Encourage curiosity about new places.
  3. Make visit to school in spring before fall entry.
  4. Have child meet teachers.

  *Example submitted by Dr. D. Keith Osborn of the University of Georgia.

- A total of 103 of the 141 skills in the inventory were considered to be at least "desirable" (valuable) for a child to have prior to entering kindergarten by three out of four teachers surveyed. Many of these skills may be directly influenced by current and proposed World Book products, including:

  Has own books.
  Recognizes some nursery rhymes.
  Recognizes common sounds
  Repeats a sequence of 6-8 words.
  Repeats a sequence of orally given numbers.
  Copies shapes.
  Matches simple objects.

  This list of 103 skills may also be used to develop literature for selling, advertising, and public relations. Any literature developed should, however, stress the varying rates of maturity of children and emphasize the danger in "pushing" or "pressuring" children. In addition, it should note that parents may help provide children with meaningful experiences (that can take place in the home) that may ultimately maximize the educational experience offered by the school.

- The questionnaire used in this research represents a very comprehensive inventory of skills gathered from schools throughout the United States and Canada. All of these skills are not necessary for the child to have prior to kindergarten, as many will be taught in kindergarten. Nevertheless, the inventory is a valuable tool that may be used in advertising, public relations and sales literature. If the inventory is used in this manner, it should be given a proper name (e.g., The World Book Kindergarten Skills Inventory).

Background and Purpose:

A nationwide survey was fielded to determine which skills and knowledges teachers consider important for young students to have upon entering kindergarten. The information gathered from this study can be used:

1. In the development of new product.
2. As sales support for existing product.
3. For corporate publicity to the general public as well as specifically to the educational community.

Method:

Kindergarten readiness guidelines and descriptive report cards were requested from approximately 400 randomly selected school districts in the United States and Canada. Responses were received from 78 schools or school districts. From these readiness guidelines and report cards, a list of 141 skills and knowledges was compiled. This list was divided into 5 main categories (definition of categories is appended), and then sent to 12,500 randomly selected kindergarten teachers in the United States and Canada. Teachers were asked to rate each of the skills and knowledges using the following 5-point scale:

5. Essential - Mastery of the skill or knowledge prior to entering kindergarten is indispensable.

4. Highly Desirable - Mastery of the skill or knowledge prior to entering kindergarten is very valuable.

3. Desirable - Mastery of the skill or knowledge prior to entering kindergarten is valuable.

2. Not Really Necessary - Mastery of the skill or knowledge prior to entering kindergarten is of little value.

1. Not At All necessary - Mastery of the skill or knowledge prior to entering kindergarten is of no value.

A total of 4,427 responses were received (U.S.: 3,922; Canada: 505).

Results:

Nineteen of the 141 skills were considered to be "highly desirable" and/or "essential" for a child to have prior to entering kindergarten, by at least three out of four teachers surveyed. In the following discussion, these 19 skills are highlighted in bold face type. The skills highlighted in capital letters were considered to be at least "desirable" by three out of four teachers surveyed.

Language Development:

Language Development skills are subdivided into three categories: "Listening," "Speaking," and "Pre-Writing." It is in the "Speaking" section where teachers expect the most of incoming students.

Language

"RECOGNIZES COMMON SOUNDS (I.E. CRUMPLING PAPER)" (92%)
"REPEATS A SENTENCE OF 6-8 WORDS" (79%)
"COMPLETES INCOMPLETE SENTENCE WITH PROPER WORD" (76%)
"REPEATS A SEQUENCE OF ORALLY-GIVEN NUMBERS" (76%)

Speaking

"PRONOUNCES OWN FIRST NAME" (99%)
"PRONOUNCES OWN LAST NAME" (97%)
"EXPRESSES SELF VERBALLY" (97%)
"IDENTIFIES OTHER CHILDREN BY NAME" (91%)
"TELLS THE MEANING OF SIMPLE WORDS" (90%)
"LOOKS AT PICTURE AND TELLS A STORY" (85%)

Pre-Writing

"COPIES SHAPES" (84%)
"PRINTS OWN FIRST NAME" (82%)

Cognitive Development:

Cognitive Development encompasses the categories of "Recognizes Relational Concepts," "Recognizes Opposites," "Colors/Numbers," "Shapes," and "Other Conceptual Skills." (See Exhibit 2.)

Recognizes Relational Concepts

"UNDERSTANDS UP AND DOWN" (88%)
"UNDERSTANDS IN AND OUT" (88%)
"UNDERSTANDS FRONT AND BACK" (88%)
"UNDERSTANDS OVER (ON) AND UNDER" (86%)
"UNDERSTANDS TOP, BOTTOM AND MIDDLE" (84%)
"UNDERSTANDS BESIDE AND NEXT TO" (84%)

Recognizes Opposites

"UNDERSTANDS BIG AND LITTLE" (88%)
"UNDERSTANDS HOT AND COLD" (87%)
"UNDERSTANDS DAY AND NIGHT" (87%)
"UNDERSTANDS FAST AND SLOW" (85%)
"UNDERSTANDS LONG AND SHORT" (83%)
"UNDERSTANDS EMPTY AND FULL" (83%)
"UNDERSTANDS MORE AND LESS" (79%)

Colors/Numbers

"RECOGNIZES AND NAMES PRIMARY COLORS" (91%)
"COUNTS ORALLY THROUGH 10" (85%)
"COUNTS OBJECTS IN ONE-TO-ONE CORRESPONDENCE" (82%)

Shapes

"RECOGNIZES CIRCLES" (82%)
"RECOGNIZES RECTANGLES" (75%)

Other Conceptual Skills

"IDENTIFIES PARTS OF THE BODY" (90%)
"IDENTIFIES OBJECTS THAT HAVE A FUNCTIONAL USE" (83%)
"KNOWS COMMON FARM AND ZOO ANIMALS" (80%)

Physical Development:

Physical Development skills are subdivided into two categories: "Fine Motor Skills" and "Gross Motor Skills." (See Exhibit 3.)

Fine Motor Skills

"CLAPS HANDS" (93%)
"MATCHES SIMPLE OBJECTS" (93%)
"TOUCHES FINGERS" (92%)
"ABLE TO BUTTON" (92%)
"BUILDS WITH BLOCKS" (92%)
"COMPLETES SIMPLE PUZZLES (5 PCS. OR LESS)" (90%)
"DRAWS AND COLORS BEYOND A SIMPLE SCRIBBLE" (90%)
"ABLE TO ZIP" (88%)
"CONTROLS PENCIL AND CRAYON WELL" (86%)
"CUTS SIMPLE SHAPES" (85%)
"HANDLES SCISSORS WELL" (84%)
"ABLE TO COPY SIMPLE SHAPES" (83%)
"PASTES OBJECTS" (82%)

Gross Motor Skills

"IS ABLE TO RUN"	(94%)
"IS ABLE TO WALK A STRAIGHT LINE"	(93%)
"IS ABLE TO JUMP"	(91%)
"IS ABLE TO HOP"	(88%)
"IS ABLE TO ALTERNATE FEET WALKING DOWN STAIRS"	(87%)
"IS ABLE TO MARCH"	(85%)
"IS ABLE TO STAND ON ONE FOOT 5-10 SECONDS"	(82%)
"IS ABLE TO WALK BACKWARDS FOR FIVE FEET"	(78%)
"IS ABLE TO THROW A BALL"	(78%)

Reading Readiness:

Reading Readiness skills are divided into four sub-categories: "Names," "Visual Discrimination," "Reading Awareness," and "Story Comprehension." (See Exhibit 4.)

Names

"IDENTIFIES OWN FIRST NAME IN MANUSCRIPT"	(87%)

Visual Discrimination

"MATCHES SHAPES OR OBJECTS BASED ON SHAPE"	(87%)
"MATCHES SHAPES OR OBJECTS BASED ON SIZE"	(86%)
"REMEMBERS OBJECTS FROM A GIVEN PICTURE"	(83%)
"KNOWS WHAT A LETTER IS"	(80%)

Reading Awareness

"HAS BEEN READ TO FREQUENTLY"	(97%)
"HAS BEEN READ TO DAILY"	(96%)
"LOOKS AT BOOKS OR MAGAZINES"	(95%)
"RECOGNIZES SOME NURSERY RHYMES"	(94%)
"HAS OWN BOOKS"	(92%)
"UNDERSTANDS THAT PRINT CARRIES A MESSAGE"	(80%)
"PRETENDS TO READ"	(77%)
"USES LEFT TO RIGHT PROGRESSION"	(77%)

Story Comprehension

"ANSWERS QUESTIONS ABOUT A SHORT STORY"	(92%)
"RETELLS SIMPLE STORIES IN SEQUENCE"	(84%)
"TELLS THE MEANING OF WORDS HEARD IN STORY"	(76%)

Social-Emotional Development:

Social-Emotional Development skills are divided into three sub-categories: "Self-Reliance," "Interpersonal Skills," and "Work Habits." (See Exhibit 5.)

Self-Reliance

"CAN BE AWAY FROM PARENTS FOR 2-3 HOURS WITHOUT BEING UPSET"	(99%)
"TAKES CARE OF TOILET NEEDS INDEPENDENTLY"	(98%)
"FEELS GOOD ABOUT SELF"	(97%)
"IS NOT AFRAID TO GO TO SCHOOL"	(97%)
"CARES FOR OWN BELONGINGS"	(97%)
"KNOWS FULL NAME"	(96%)
"DRESSES SELF"	(96%)
"KNOWS HOW TO USE A HANDKERCHIEF OR TISSUE"	(96%)
"KNOWS OWN SEX"	(95%)
"BRUSHES TEETH"	(92%)
"CROSSES A RESIDENTIAL STREET SAFELY"	(92%)
"ASKS TO GO TO SCHOOL"	(91%)
"KNOWS PARENTS' NAMES"	(88%)
"KNOWS HOME ADDRESS"	(86%)
"KNOWS HOME PHONE NUMBER"	(84%)
"ENTERS INTO DINNER TABLE CONVERSATION"	(84%)
"CARRIES A PLATE OF FOOD"	(83%)
"KNOWS AGE AND BIRTHDAY"	(81%)

Interpersonal Skills

"MAINTAINS SELF CONTROL"	(98%)
"GETS ALONG WELL WITH OTHER CHILDREN"	(98%)
"PLAYS WITH OTHER CHILDREN"	(97%)
"RECOGNIZES AUTHORITY"	(96%)
"SHARES WITH OTHERS"	(96%)
"TALKS EASILY"	(93%)
"LIKES TEACHERS"	(92%)
"MEETS VISITORS WITHOUT SHYNESS"	(90%)

Work Habits

"FOLLOWS SIMPLE DIRECTIONS"	(98%)
"LISTENS TO A SHORT STORY"	(97%)
"LISTENS CAREFULLY"	(97%)
"PUTS AWAY TOYS"	(96%)
"ABLE TO STAY ON TASK"	(95%)
"ABLE TO WORK INDEPENDENTLY"	(93%)
"HELPS FAMILY WITH CHORES"	(92%)

w-0850M-ch

LANGUAGE DEVELOPMENT

LISTENING

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
RECOGNIZES COMMON SOUNDS, (E.G. CRUMPLING PAPER)	**25%**	**34%**	**33%**	**6%**	**2%**	**2%**	**3.75**	**0.95**
REPEATS A SENTENCE OF 6 TO 8 WORDS	**10%**	**25%**	**44%**	**16%**	**3%**	**2%**	**3.22**	**0.95**
COMPLETES INCOMPLETE SENTENCE WITH PROPER WORD	**6%**	**23%**	**47%**	**16%**	**5%**	**2%**	**3.09**	**0.92**
REPEATS A SEQUENCE OF ORALLY-GIVEN NUMBERS	**7%**	**22%**	**47%**	**17%**	**5%**	**2%**	**3.10**	**0.94**
Recognizes rhyming words	3%	16%	45%	24%	10%	1%	2.78	0.95
Distinguishes differing letter sounds	4%	13%	41%	27%	14%	1%	2.67	1.01
Distinguishes differing word sounds	8%	18%	41%	22%	8%	2%	2.94	1.04
Repeats a sequence of sounds	7%	22%	48%	16%	5%	2%	3.10	0.94

SPEAKING

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
PRONOUNCES OWN FIRST NAME	**86%**	**9%**	**4%**	**-**	**-**	**1%**	**4.83**	**0.49**
PRONOUNCES OWN LAST NAME	**64%**	**23%**	**10%**	**1%**	**-**	**1%**	**4.50**	**0.77**
EXPRESSES SELF VERBALLY	**35%**	**37%**	**25%**	**2%**	**-**	**1%**	**4.06**	**0.84**
TELLS THE MEANING OF SIMPLE WORDS	**17%**	**32%**	**41%**	**7%**	**2%**	**1%**	**3.56**	**0.91**
LOOKS AT A PICTURE AND TELLS A STORY	**11%**	**28%**	**46%**	**11%**	**2%**	**1%**	**3.35**	**0.89**
Identifies other children by name	24%	35%	32%	6%	2%	1%	3.72	0.97
Says the alphabet in sequence	8%	16%	36%	23%	16%	1%	2.75	1.14

PRE-WRITING

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
COPIES SHAPES	**13%**	**28%**	**43%**	**11%**	**1%**	**1%**	**3.36**	**0.96**
PRINTS OWN FIRST NAME	**18%**	**30%**	**34%**	**11%**	**6%**	**1%**	**3.43**	**1.10**
Copies letters	7%	21%	44%	19%	8%	1%	3.00	1.00
Prints own last name	3%	9%	30%	31%	25%	1%	2.33	1.05
Writes letters in manuscript	4%	11%	35%	27%	23%	1%	2.46	1.08

BOLD FACE TYPE = Skills rated "highly desirable" to "essential" by three out of four teachers surveyed.
CAPITAL TYPE = Skills rated "desirable" or better by three out of four teachers surveyed.
Regular type = Skills not considered "desirable" or better by three out of four teachers surveyed.

RECOGNIZES RELATIONAL CONCEPTS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
UNDERSTANDS "UP" AND "DOWN"	19%	29%	40%	6%	2%	3%	3.61	0.93
UNDERSTANDS "IN" AND "OUT"	18%	29%	41%	7%	2%	3%	3.58	0.93
UNDERSTANDS "FRONT" AND "BACK"	15%	29%	44%	8%	2%	3%	3.49	0.90
UNDERSTANDS "OVER" (ON) AND "UNDER"	13%	28%	45%	9%	2%	3%	3.43	0.90
UNDERSTANDS "TOP", "BOTTOM" AND "MIDDLE"	12%	28%	44%	10%	2%	3%	3.41	0.91
UNDERSTANDS "BESIDE" AND "NEXT TO"	11%	27%	46%	11%	2%	3%	3.34	0.90

RECOGNIZES OPPOSITES

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
UNDERSTANDS "BIG" AND "LITTLE"	19%	28%	41%	8%	2%	3%	3.55	0.95
UNDERSTANDS "HOT" AND "COLD"	20%	26%	41%	8%	2%	3%	3.56	0.96
UNDERSTANDS "DAY" AND "NIGHT"	20%	26%	41%	8%	2%	3%	3.55	0.97
UNDERSTANDS "FAST" AND "SLOW"	15%	28%	42%	9%	2%	3%	3.47	0.94
UNDERSTANDS "LONG" AND "SHORT"	11%	27%	45%	11%	3%	3%	3.35	0.92
UNDERSTANDS "EMPTY" AND "FULL"	11%	26%	46%	12%	3%	3%	3.30	0.92
UNDERSTANDS "MORE" AND "LESS"	8%	24%	47%	15%	3%	3%	3.19	0.91

COLORS/NUMBERS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
RECOGNIZES AND NAMES PRIMARY COLORS	27%	36%	28%	5%	2%	3%	3.84	0.95
COUNTS ORALLY THROUGH 10	21%	30%	34%	10%	3%	3%	3.57	1.02
COUNTS OBJECTS IN ONE-TO-ONE CORRESPONDENCE	13%	30%	39%	12%	3%	3%	3.40	0.97
Identifies written (printed) numerals 1 to 5	11%	22%	39%	18%	8%	3%	3.10	1.08
Identifies written (printed) numerals 6 to 10	6%	17%	38%	24%	12%	3%	2.80	1.06

SHAPES

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
RECOGNIZES CIRCLES	19%	27%	36%	11%	3%	3%	3.50	1.03
RECOGNIZES RECTANGLES	11%	24%	40%	17%	5%	3%	3.19	1.02
Recognizes crosses	7%	19%	39%	13%	9%	3%	2.92	1.03
Recognizes diamonds	5%	16%	37%	27%	13%	3%	2.72	1.04

EXHIBIT 2 (CONT'D)
COGNITIVE DEVELOPMENT

OTHER CONCEPTUAL SKILLS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
IDENTIFIES PARTS OF THE BODY	**23%**	**32%**	**35%**	**6%**	**1%**	**3%**	**3.71**	**0.93**
IDENTIFIES OBJECTS THAT HAVE A FUNCTIONAL USE	**11%**	**26%**	**46%**	**11%**	**2%**	**3%**	**3.33**	**0.92**
KNOWS COMMON FARM AND ZOO ANIMALS	**11%**	**23%**	**46%**	**15%**	**2%**	**3%**	**3.26**	**0.93**
Knows the difference between left and right	5%	17%	42%	22%	11%	3%	2.83	1.02
Knows the value and physical size of coins	1%	4%	20%	34%	39%	3%	1.90	0.91
Knows seasons	2%	11%	41%	31%	11%	3%	2.62	0.92

BOLD FACE TYPE = Skills rated "highly desirable" to "essential" by three out of four teachers surveyed.
CAPITAL TYPE = Skills rated "desirable" or better by three out of four teachers surveyed.
Regular type = Skills not considered "desirable" or better by three out of four teachers surveyed.

EXHIB' 3
PHYSICAL DL .OPMENT

FINE MOTOR SKILLS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
CLAPS HANDS	45%	24%	24%	3%	1%	2%	4.11	0.96
MATCHES SIMPLE OBJECTS	25%	33%	35%	4%	1%	2%	3.78	0.91
TOUCHES FINGERS	38%	27%	27%	4%	1%	2%	3.99	0.98
ABLE TO BUTTON	27%	30%	35%	5%	1%	2%	3.78	0.94
BUILDS WITH BLOCKS	27%	31%	33%	5%	1%	2%	3.79	0.95
COMPLETES SIMPLE (5 PCS. OR LESS) PUZZLE	22%	30%	38%	7%	1%	2%	3.65	0.95
DRAWS AND COLORS BEYOND A SIMPLE SCRIBBLE	19%	32%	39%	7%	2%	2%	3.60	0.93
ABLE TO ZIP	23%	29%	36%	7%	2%	2%	3.67	0.98
CONTROLS PENCIL AND CRAYON WELL	11%	31%	44%	9%	3%	2%	3.40	0.90
CUTS SIMPLE SHAPES	9%	29%	47%	11%	3%	2%	3.32	0.88
HANDLES SCISSORS WELL	8%	28%	48%	12%	3%	2%	3.27	0.88
IS ABLE TO COPY SIMPLE SHAPES	8%	26%	49%	13%	3%	2%	3.22	0.89
PASTES OBJECTS	8%	25%	49%	13%	3%	2%	3.22	0.88
Colors within lines	4%	23%	46%	19%	7%	2%	2.99	0.94
Is able to copy simple designs and pictures	4%	20%	49%	20%	5%	2%	2.97	0.88
Uses paints	5%	21%	47%	19%	6%	2%	3.00	0.93
Completes complex (14-20 pcs.) puzzle	2%	12%	37%	32%	15%	2%	2.52	0.95
Can tie shoestrings	10%	24%	40%	17%	7%	2%	3.14	1.05

GROSS MOTOR SKILLS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
IS ABLE TO RUN	39%	30%	25%	3%	1%	2%	4.06	0.92
IS ABLE TO WALK A STRAIGHT LINE	29%	34%	30%	5%	1%	2%	3.85	0.94
IS ABLE TO JUMP	25%	32%	34%	6%	1%	2%	3.74	0.95
IS ABLE TO HOP	20%	31%	37%	8%	2%	2%	3.63	0.95
IS ABLE TO ALTERNATE FEET WALKING DOWN STAIRS	21%	32%	34%	8%	2%	2%	3.64	0.98
IS ABLE TO MARCH	17%	29%	39%	11%	3%	2%	3.48	0.98
IS ABLE TO STAND ON ONE FOOT FOR 5 TO 10 SECONDS	12%	28%	42%	13%	3%	2%	3.32	0.96
IS ABLE TO WALK BACKWARDS FOR FIVE FEET	11%	27%	40%	15%	4%	2%	3.26	1.00
IS ABLE TO THROW A BALL	9%	22%	47%	17%	4%	2%	3.16	0.94
Is able to skip	6%	18%	44%	23%	8%	2%	2.91	0.98
Is able to gallop	7%	19%	43%	24%	6%	2%	2.96	0.97
Is able to jump rope	2%	8%	31%	33%	24%	2%	2.31	1.00
Is able to walk on a balance beam	5%	16%	42%	27%	9%	2%	2.79	0.97
Is able to catch a ball	7%	19%	46%	21%	5%	2%	3.02	0.95
Is able to bounce a ball	7%	18%	45%	22%	6%	2%	2.98	0.96

BOLD FACE TYPE = Skills rated "highly desirable" to "essential" by three out of four teachers surveyed.
CAPITAL TYPE = Skills rated "desirable" or better by three out of four teachers surveyed.
Regular type = Skills not considered "desirable" or better by three out of four teachers surveyed.

w-0852M/4/ch

EXHIBIT
READING READINESS

NAMES

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
IDENTIFIES OWN FIRST NAME IN MANUSCRIPT	**25%**	**31%**	**31%**	**7%**	**4%**	**1%**	**3.67**	**1.06**
Identifies own last name in manuscript	4%	12%	33%	29%	20%	1%	2.51	1.08
Identifies names of other children in manuscript	3%	16%	32%	46%	1%	3%	1.78	0.88

VISUAL DISCRIMINATION

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
MATCHES SHAPES OR OBJECTS BASED ON SHAPE	**14%**	**29%**	**44%**	**10%**	**2%**	**1%**	**3.44**	**0.92**
MATCHES SHAPES OR OBJECTS BASED ON SIZE	**13%**	**29%**	**44%**	**10%**	**2%**	**1%**	**3.41**	**0.92**
REMEMBERS OBJECTS FROM A GIVEN PICTURE	**9%**	**26%**	**48%**	**12%**	**3%**	**3%**	**3.27**	**0.89**
KNOWS WHAT A LETTER IS	**18%**	**24%**	**38%**	**14%**	**5%**	**1%**	**3.36**	**1.08**
Matches similar letters	7%	22%	45%	18%	6%	2%	3.07	0.97
Recognizes the letters of the alphabet	6%	16%	42%	24%	11%	6%	2.82	1.03
Recognizes letters out of sequence	4%	11%	36%	28%	20%	1%	2.51	1.05
Differentiates between capital and small letters	4%	10%	37%	29%	18%	2%	2.53	1.04

READING AWARENESS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
HAS BEEN READ TO FREQUENTLY	**67%**	**22%**	**8%**	**1%**	**-**	**1%**	**4:57**	**0:72**
HAS BEEN READ TO DAILY	**46%**	**33%**	**17%**	**3%**	**1%**	**1%**	**4:20**	**0:89**
LOOKS AT BOOKS OR MAGAZINES	**42%**	**30%**	**23%**	**3%**	**1%**	**1%**	**4.11**	**0.91**
RECOGNIZES SOME NURSERY RHYMES	**30%**	**38%**	**26%**	**3%**	**1%**	**1%**	**3.93**	**0.90**
HAS OWN BOOKS	**47%**	**26%**	**19%**	**4%**	**2%**	**1%**	**4.13**	**1.01**
UNDERSTANDS THAT PRINT CARRIES A MESSAGE	**16%**	**24%**	**40%**	**14%**	**5%**	**1%**	**3.31**	**1.06**
PRETENDS TO READ	**12%**	**26%**	**39%**	**15%**	**7%**	**1%**	**3.23**	**1.06**
USES LEFT TO RIGHT PROGRESSION	**9%**	**25%**	**43%**	**16%**	**6%**	**1%**	**3.14**	**1.00**
Associates sounds with letters	3%	8%	35%	29%	22%	2%	2.40	1.03

STORY COMPREHENSION

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
ANSWERS QUESTIONS ABOUT A SHORT STORY	**17%**	**34%**	**41%**	**6%**	**1%**	**1%**	**3.60**	**0.88**
RETELLS SIMPLE STORIES IN SEQUENCE	**9%**	**28%**	**47%**	**12%**	**3%**	**1%**	**3.28**	**0.89**
TELLS THE MEANING OF WORDS HEARD IN STORY	**6%**	**21%**	**49%**	**17%**	**5%**	**2%**	**3.06**	**0.90**

BOLD FACE TYPE = Skills rated "highly desirable" to "essential" by three out of four teachers surveyed.
CAPITAL TYPE = Skills rated "desirable" or better by three out of four teachers surveyed.
Regular type = Skills not considered "desirable" or better by three out of four teachers surveyed.

EXHIBIT 5
SOCIAL-EMOTIONAL DEVELOPMENT

SELF-RELIANCE

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
CAN BE AWAY FROM PARENTS FOR 2 TO 3 HOURS WITHOUT BEING UPSET	79%	16%	4%	-	-	2%	4:76	0:52
TAKES CARE OF TOILET NEED INDEPENDENTLY	90%	6%	2%	-	-	2%	4:89	0:39
FEELS GOOD ABOUT SELF	59%	28%	10%	-	-	2%	4:48	0:72
IS NOT AFRAID TO GO TO SCHOOL	58%	27%	12%	1%	-	2%	4:43	0:78
CARES FOR OWN BELONGINGS	45%	35%	17%	1%	-	2%	4:26	0:79
KNOWS FULL NAME	60%	23%	13%	1%	-	2%	4:43	0:81
DRESSES SELF	50%	32%	14%	1%	-	2%	4:33	0:79
KNOWS HOW TO USE A HANDKERCHIEF OR TISSUE	59%	26%	11%	1%	-	2%	4:46	0:76
KNOWS OWN SEX	59%	20%	16%	3%	1%	2%	4:35	0:92
BRUSHES TEETH	43%	26%	23%	4%	2%	2%	4.06	1.01
CROSSES A RESIDENTIAL STREET SAFELY	45%	27%	20%	4%	2%	2%	4.12	1.00
ASKS TO GO TO SCHOOL	22%	37%	32%	4%	2%	2%	3.74	0.93
KNOWS PARENTS' NAMES	30%	30%	28%	8%	3%	2%	3.78	1.05
KNOWS HOME ADDRESS	23%	28%	35%	10%	3%	2%	3.58	1.05
KNOWS HOME PHONE NUMBER	21%	28%	35%	11%	3%	2%	3.54	1.05
ENTERS INTO DINNER TABLE CONVERSATION	17%	29%	38%	9%	5%	2%	3.45	1.03
CARRIES A PLATE OF FOOD	29%	26%	28%	9%	6%	2%	3.65	1.17
KNOWS AGE AND BIRTHDAY	13%	28%	40%	14%	3%	2%	3.34	0.98
Knows school name	11%	23%	39%	17%	8%	11%	3.13	1.08
Uses the phone	9%	23%	39%	18%	9%	2%	3.06	1.07
Uses a knife for spreading jam or butter	10%	23%	38%	17%	-	2%	3.07	1.11

INTERPERSONAL SKILLS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
MAINTAINS SELF CONTROL	39%	40%	19%	1%	-	2%	4:18	0:78
GETS ALONG WELL WITH OTHER CHILDREN	35%	44%	19%	1%	-	2%	4:13	0:77
PLAYS WITH OTHER CHILDREN	39%	40%	18%	1%	-	2%	4:19	0:78
RECOGNIZES AUTHORITY	46%	33%	17%	1%	-	2%	4:26	0:81
SHARES WITH OTHERS	30%	41%	25%	1%	-	2%	4.01	0.80
TALKS EASILY	14%	38%	41%	4%	1%	2%	3.62	0.81
LIKES TEACHERS	23%	37%	32%	4%	2%	2%	3.77	0:92
MEETS VISITORS WITHOUT SHYNESS	9%	34%	47%	8%	2%	2%	3.41	0.82

w-0852M/6/ch

EXHIBIT 5 (T'D)
SOCIAL-EMOTIONAL DEVELOPMENT

WORK HABITS

	Essential	Highly Desirable	Desirable	Not Really Necessary	Not at All Necessary	No Answer	Mean	Std. Dev.
FOLLOWS SIMPLE DIRECTIONS	**41%**	**37%**	**20%**	**1%**	-	**2%**	**4.19**	**0.80**
LISTENS TO A SHORT STORY	**38%**	**39%**	**20%**	**1%**	-	**2%**	**4.17**	**0.78**
LISTENS CAREFULLY	36%	38%	23%	1%	-	2%	4.09	0.82
PUTS AWAY TOYS	34%	37%	25%	2%	-	2%	4.04	0.84
ABLE TO STAY ON A TASK	27%	41%	27%	2%	-	2%	3.95	0.82
ABLE TO WORK INDEPENDENTLY	21%	38%	34%	5%	1%	2%	3.75	0.88
HELPS WITH FAMILY CHORES	20%	36%	36%	4%	2%	2%	3.70	0.90

BOLD FACE TYPE = Skills rated "highly desirable" to "essential" by three out of four teachers surveyed.
CAPITAL TYPE = Skills rated "desirable" or better by three out of four teachers surveyed.
Regular type = Skills not considered "desirable" or better by three out of four teachers surveyed.

APPENDIX

Definitions of Major Categories

Language Development--The child demonstrates the development of speaking, listening and prewriting skills that serve specifically as a base for the beginning of the formal learning of language.

Cognitive Development--The child demonstrates the development of the rudimentary knowledges that serve as a broad base for the beginning of the formal learning process.

Physical Development--The child demonstrates the development of gross and fine motor skills necessary to an active and independent participation in a formal learning environment.

Reading Readiness--The child demonstrates the development of skills and knowledges that can serve as specific base for the beginning of formal prereading instruction. (Reading readiness, in its broadest context, would probably also include all of the skills and knowledges listed below each of the first four headings.)

Social-Emotional Development--The child demonstrates the development of a strong self-image and a growing independence necessary to operate as an individual within a group learning environment.

Kindergarten Skills and Knowledge Research

Management Summary

August 1985

Conclusions

- Three out of the four teachers in the United States and Canada who responded to this survey (4,427) identified 105 of the 141 skills as being desirable for a child to have prior to entering kindergarten. These 105 skills should be used as the foundation for any product World Book develops for this (preschool) audience.

Background and Purpose:

A nationwide survey was fielded to determine which skills and knowledges teachers consider important for young students to have upon entering kindergarten. The information gathered from this study can be used:

1. In the development of new product.
2. As sales support for existing product.
3. For corporate publicity to the general public as well as specifically to the educational community.

Method:

Kindergarten readiness guidelines and descriptive report cards were requested from approximately 400 randomly selected school districts in the United States and Canada. Responses were received from 78 schools or school districts. From these readiness guidelines and report cards, a list of 141 skills and knowledges was compiled. This list was divided into 5 main categories (definition of categories is appended), and then sent to 12,500 randomly selected kindergarten teachers in the United States and Canada. Teachers were asked to rate each of the skills and knowledges using the following 5-point scale:

5. Essential - Mastery of the skill or knowledge prior to entering kindergarten is indispensable.

4. Highly Desirable - Mastery of the skill or knowledge prior to entering kindergarten is very valuable.

3. Desirable - Mastery of the skill or knowledge prior to entering kindergarten is valuable.

2. Not Really Necessary - Mastery of the skill or knowledge prior to entering kindergarten is of little value.

1. Not At All necessary - Mastery of the skill or knowledge prior to entering kindergarten is of no value.

A total of 4,427 responses were received (U.S.: 3,922; Canada: 505).

Dr. Keith Osborn of the University of Georgia consulted on the project, and all correspondence was conducted through the University of Georgia.

An independent research firm, Ad Factors Marketing Research, coded and tabulated all results.

Results:

Of the 141 skills, 105 were considered to be desirable for a child to have prior to entering kindergarten, by more than three out of four teachers surveyed. These 105 skills are presented below:

Language Development

Language Development skills are subdivided into three categories: "Listening," "Speaking," and "Pre-Writing." It is in the "Speaking" section where teachers expect the most of incoming students.

Language

"RECOGNIZES COMMON SOUNDS (E.G. CRUMPLING PAPER)"
"REPEATS A SENTENCE OF 6-8 WORDS"
"REPEATS A SEQUENCE OF SOUNDS"
"COMPLETES INCOMPLETE SENTENCE WITH PROPER WORD"
"REPEATS A SEQUENCE OF ORALLY-GIVEN NUMBERS"

Speaking

"PRONOUNCES OWN FIRST NAME"
"PRONOUNCES OWN LAST NAME"
"EXPRESSES SELF VERBALLY"
"IDENTIFIES OTHER CHILDREN BY NAME"
"TELLS THE MEANING OF SIMPLE WORDS"
"LOOKS AT PICTURE AND TELLS A STORY"

Pre-Writing

"COPIES SHAPES"
"PRINTS OWN FIRST NAME"

Cognitive Development

Cognitive Development encompasses the categories of "Recognizes Relational Concepts," "Recognizes Opposites," "Colors/Numbers," "Shapes," and "Other Conceptual Skills."

Recognizes Relational Concepts

"UNDERSTANDS UP AND DOWN"
"UNDERSTANDS IN AND OUT"
"UNDERSTANDS FRONT AND BACK"
"UNDERSTANDS OVER [ON] AND UNDER"
"UNDERSTANDS TOP, BOTTOM, AND MIDDLE"
"UNDERSTANDS BESIDE AN[D] NEXT TO"

BEST COPY AVAILABLE

Recognizes Opposites

"UNDERSTANDS BIG AND LITTLE"
"UNDERSTANDS HOT AND COLD"
"UNDERSTANDS DAY AND NIGHT"
"UNDERSTANDS FAST AND SLOW"
"UNDERSTANDS LONG AND SHORT"
"UNDERSTANDS EMPTY AND FULL"
"UNDERSTANDS MORE AND LESS"

Colors/Numbers

"RECOGNIZES AND NAMES PRIMARY COLORS"
"COUNTS ORALLY THROUGH 10"
"COUNTS OBJECTS IN ONE-TO-ONE CORRESPONDENCE"

Shapes

"RECOGNIZES CIRCLES"
"RECOGNIZES RECTANGLES"

Other Conceptual Skills

"IDENTIFIES PARTS OF THE BODY"
"IDENTIFIES OBJECTS THAT HAVE A FUNCTIONAL USE"
"KNOWS COMMON FARM AND ZOO ANIMALS"

Physical Development

Physical Development skills are subdivided into two categories: "Fine Motor Skills" and "Gross Motor Skills."

Fine Motor Skills

"CLAPS HANDS"
"MATCHES SIMPLE OBJECTS"
"TOUCHES FINGERS"
"ABLE TO BUTTON"
"BUILDS WITH BLOCKS"
"COMPLETES SIMPLE PUZZLES (5 PCS. OR LESS)"
"DRAWS AND COLORS BEYOND A SIMPLE SCRIBBLE"
"ABLE TO ZIP"
"CONTROLS PENCIL AND CRAYON WELL"
"CUTS SIMPLE SHAPES"
"HANDLES SCISSORS WELL"
"ABLE TO COPY SIMPLE SHAPES"
"PASTES OBJECTS"

Gross Motor Skills

"IS ABLE TO RUN"
"IS ABLE TO WALK A STRAIGHT LINE"
"IS ABLE TO JUMP"
"IS ABLE TO HOP"
"IS ABLE TO ALTERNATE FEET WALKING DOWN STAIRS"
"IS ABLE TO MARCH"
"IS ABLE TO STAND ON ONE FOOT 5-10 SECONDS"
"IS ABLE TO WALK BACKWARDS FOR FIVE FEET"
"IS ABLE TO THROW A BALL"

Reading Readiness

Reading Readiness skills are divided into four subcategories: "Names," "Visual Discrimination," "Reading Awareness," and "Story Comprehension."

Names

"IDENTIFIES OWN FIRST NAME IN MANUSCRIPT"

Visual Discrimination

"MATCHES SHAPES OR OBJECTS BASED ON SHAPE"
"MATCHES SHAPES OR OBJECTS BASED ON SIZE"
"REMEMBERS OBJECTS FROM A GIVEN PICTURE"
"KNOWS WHAT A LETTER IS"

Reading Awareness

"HAS BEEN READ TO FREQUENTLY"
"HAS BEEN READ TO DAILY"
"LOOKS AT BOOKS OR MAGAZINES"
"RECOGNIZES SOME NURSERY RHYMES"
"HAS OWN BOOKS"
"UNDERSTANDS THAT PRINT CARRIES A MESSAGE"
"PRETENDS TO READ"
"USES LEFT TO RIGHT PROGRESSION"

Story Comprehension

"ANSWERS QUESTIONS ABOUT A SHORT STORY"
"RETELLS SIMPLE STORIES IN SEQUENCE"
"TELLS THE MEANING OF WORDS HEARD IN STORY"

Social-Emotional Development

Social-Emotional Development skills are divided into three subcategories: "Self-Reliance," "Interpersonal Skills," and "Work Habits."

BEST COPY AVAILABLE

Self-Reliance

"CAN BE AWAY FROM PARENTS FOR 2-3 HOURS WITHOUT BEING UPSET"
"TAKES CARE OF TOILET NEEDS INDEPENDENTLY"
"FEELS GOOD ABOUT SELF"
"IS NOT AFRAID TO GO TO SCHOOL"
"CARES FOR OWN BELONGINGS"
"KNOWS FULL NAME"
"DRESSES SELF"
"KNOWS HOW TO USE A HANDKERCHIEF OR TISSUE"
"KNOWS OWN SEX"
"BRUSHES TEETH"
"CROSSES A RESIDENTIAL STREET SAFELY"
"ASKS TO GO TO SCHOOL"
"KNOWS PARENTS' NAMES"
"KNOWS HOME ADDRESS"
"KNOWS HOME PHONE NUMBER"
"ENTERS INTO DINNER TABLE CONVERSATION"
"CARRIES A PLATE OF FOOD"
"KNOWS AGE AND BIRTHDAY"

Interpersonal Skills

"MAINTAINS SELF CONTROL"
"GETS ALONG WELL WITH OTHER CHILDREN"
"PLAYS WITH OTHER CHILDREN"
"RECOGNIZES AUTHORITY"
"SHARES WITH OTHERS"
"TALKS EASILY"
"LIKES TEACHERS"
"MEETS VISITORS WITHOUT SHYNESS"

Work Habits

"FOLLOWS SIMPLE DIRECTIONS"
"LISTENS TO A SHORT STORY"
"LISTENS CAREFULLY"
"PUTS AWAY TOYS"
"ABLE TO STAY ON TASK"
"ABLE TO WORK INDEPENDENTLY"
"HELPS FAMILY WITH CHORES"

w-085CM-sb

KINDERGARTEN SKILL STUDY

I AM INTERESTED IN THE DEGREE OF IMPORTANCE YOU WOULD PLACE ON THE MASTERY OF SOME SKILLS FOR A CHILD **ABOUT TO ENTER KINDERGARTEN.** THESE SKILLS ARE LISTED ON THE NEXT FIVE PAGES.

PLEASE RATE EACH SKILL USING THE 5-POINT SCALE SHOWN BELOW. FOR EACH SKILL, CHOOSE THE NUMBER WHICH BEST DESCRIBES THE DEGREE OF IMPORTANCE YOU PLACE ON THE MASTERY OF THAT SKILL PRIOR TO ENTERING KINDERGARTEN, AND **CIRCLE** THAT NUMBER.

5. **ESSENTIAL** — mastery of skill or knowledge prior to entering kindergarten is indispensable.

4. **HIGHLY DESIRABLE** — mastery of skill or knowledge prior to entering kindergarten is very valuable.

3. **DESIRABLE** — mastery of skill or knowledge prior to entering kindergarten is valuable.

2. **NOT REALLY NECESSARY** — mastering of skill or knowledge prior to entering kindergarten is of little value.

1. **NOT AT ALL NECESSARY** — mastering of skill or knowledge prior to entering kindergarten is of no value.

_____ (1-5)

LANGUAGE DEVELOPMENT

LISTENING

	Essential				Not at all Necessary	
Recognizes common sounds, (e.g. crumpling paper)	5	4	3	2	1	(6)
Recognizes rhyming words	5	4	3	2	1	(7)
Distinguishes differing letter sounds	5	4	3	2	1	(8)
Distinguishes differing word sounds	5	4	3	2	1	(9)
Repeats a sequence of sounds	5	4	3	2	1	(10)
Repeats s sequence of orally-given numbers	5	4	3	2	1	(11)
Repeats a sentence of 6 to 8 words	5	4	3	2	1	(12)
Completes incomplete sentence with proper word	5	4	3	2	1	(13)

SPEAKING

	Essential				Not at all Necessary	
Pronounces own first name	5	4	3	2	1	(14)
Pronounces own last name	5	4	3	2	1	(15)
Identifies other children by name	5	4	3	2	1	(16)
Tells the meaning of simple words	5	4	3	2	1	(17)
Expresses self verbally	5	4	3	2	1	(18)
Says the alphabet in sequence	5	4	3	2	1	(19)
Looks at a picture and tells a story	5	4	3	2	1	(20)

PRE-WRITING

	Essential				Not at all Necessary	
Copies shapes	5	4	3	2	1	(21)
Copies letters	5	4	3	2	1	(22)
Prints own first name	5	4	3	2	1	(23)
Prints own last name	5	4	3	2	1	(24)
Writes letters in manuscript	5	4	3	2	1	(25)

WHERE DO YOU RESIDE?

a. UNITED STATES -1 (26)
CANADA -2

b. STATE/PROVINCE: _____ (27-28)

c. ZIP/POSTAL CODE: _____ (29-34)

80-4

COGNITIVE DEVELOPMENT

RECOGNIZES RELATIONAL CONCEPTS

	Essential				Not at all Necessary	
Understands "over" (on) and "under"	5	4	3	2	1	(6)
Understands "front" and "back"	5	4	3	2	1	(7)
Understands "beside" and "next to"	5	4	3	2	1	(8)
Understands "up" and "down"	5	4	3	2	1	(9)
Understands "in" and "out"	5	4	3	2	1	(10)
Understands "top", "bottom" and "middle"	5	4	3	2	1	(11)

RECOGNIZES OPPOSITES

Understands "fast" and "slow"	5	4	3	2	1	(12)
Understands "hot" and "cold"	5	4	3	2	1	(13)
Understands "long" and "short"	5	4	3	2	1	(14)
Understands "empty" and "full"	5	4	3	2	1	(15)
Understands "day" and "night"	5	4	3	2	1	(16)
Understands "more" and "less"	5	4	3	2	1	(17)
Understands "big" and "little"	5	4	3	2	1	(18)

COLORS/NUMBERS

	Essential				Not at all Necessary	
Recognizes and names primary colors	5	4	3	2	1	(19)
Counts objects in one-to-one correspondance	5	4	3	2	1	(20)
Counts orally through 10	5	4	3	2	1	(21)
Identifies written (printed) numerals 1 to 5	5	4	3	2	1	(22)
Identifies written (printed) numerals 6 to 10	5	4	3	2	1	(23)

SHAPES

	Essential				Not at all Necessary	
Recognizes circles	5	4	3	2	1	(24)
Recognizes rectangles	5	4	3	2	1	(25)
Recognizes crosses	5	4	3	2	1	(26)
Recognizes diamonds	5	4	3	2	1	(27)

OTHER CONCEPTUAL SKILLS

	Essential				Not at all Necessary	
Knows the difference between left and right	5	4	3	2	1	(28)
Identifies parts of the body	5	4	3	2	1	(29)
Knows the value and physical size of coins	5	4	3	2	1	(30)
Knows common farm and zoo animals	5	4	3	2	1	(31)
Knows seasons	5	4	3	2	1	(32)
Identifies objects that have a functional use	5	4	3	2	1	(33)

80-3

PHYSICAL DEVELOPMENT

FINE MOTOR SKILLS

	Essential				Not at all Necessary	
Controls pencil and crayon well	5	4	3	2	1	(6)
Colors within lines	5	4	3	2	1	(7)
Is able to copy simple shapes	5	4	3	2	1	(8)
Is able to copy simple designs and pictures	5	4	3	2	1	(9)
Draws and colors beyond a simple scribble	5	4	3	2	1	(10)
Cuts simple shapes	5	4	3	2	1	(11)
Handles scissors well	5	4	3	2	1	(12)
Pastes objects	5	4	3	2	1	(13)
Uses paints	5	4	3	2	1	(14)
Completes simple (5 pcs. or less) puzzle	5	4	3	2	1	(15)
Completes complex (14-20 pcs.) puzzle	5	4	3	2	1	(16)
Able to zip	5	4	3	2	1	(17)
Able to button	5	4	3	2	1	(18)
Can tie shoestrings	5	4	3	2	1	(19)
Matches simple objects	5	4	3	2	1	(20)
Builds with blocks	5	4	3	2	1	(21)
Touches fingers	5	4	3	2	1	(22)
Claps hands	5	4	3	2	1	(23)

GROSS MOTOR SKILLS

	Essential				Not at all Necessary	
Is able to walk a straight line	5	4	3	2	1	(24)
Is able to walk backwards for five feet	5	4	3	2	1	(25)
Is able to stand on one foot for 5 to 10 seconds	5	4	3	2	1	(26)
Is able to alternate feet walking down stairs	5	4	3	2	1	(27)
Is able to run	5	4	3	2	1	(28)
Is able to hop	5	4	3	2	1	(29)
Is able to jump	5	4	3	2	1	(30)
Is able to march	5	4	3	2	1	(31)
Is able to skip	5	4	3	2	1	(32)
Is able to gallop	5	4	3	2	1	(33)
Is able to jump rope	5	4	3	2	1	(34)
Is able to walk on a balance beam	5	4	3	2	1	(35)
Is able to catch a ball	5	4	3	2	1	(36)
Is able to throw a ball	5	4	3	2	1	(37)
Is able to bounce a ball	5	4	3	2	1	(38)

80-1

_____ (1-5)

READING READINESS

NAMES

	Essential				Not at all Necessary	
Identifies own first name in manuscript	5	4	3	2	1	(6)
Identifies own last name in manuscript	5	4	3	2	1	(7)
Identifies names of other children in manuscript	5	4	3	2	1	(8)

VISUAL DISCRIMINATION

	Essential				Not at all Necessary	
Matches shapes or objects based on size	5	4	3	2	1	(9)
Matches shapes or objects based on shape	5	4	3	2	1	(10)
Matches similar letters	5	4	3	2	1	(11)
Knows what a letter is	5	4	3	2	1	(12)
Recognizes the letters of the alphabet	5	4	3	2	1	(13)
Recognizes letters out of sequence	5	4	3	2	1	(14)
Differentiates between capital and small letters	5	4	3	2	1	(15)
Remembers objects from a given picture	5	4	3	2	1	(16)

READING AWARENESS

	Essential				Not at all Necessary	
Associates sounds with letters	5	4	3	2	1	(17)
Looks at books or magazines	5	4	3	2	1	(18)
Pretends to read	5	4	3	2	1	(19)
Has been read to frequently	5	4	3	2	1	(20)
Has been read to daily	5	4	3	2	1	(21)
Recognizes some nursery rhymes	5	4	3	2	1	(22)
Uses left to right progression	5	4	3	2	1	(23)
Understands that print carries a message	5	4	3	2	1	(24)
Has own books	5	4	3	2	1	(25)

STORY COMPREHENSION

	Essential				Not at all Necessary	
Answers questions about a short story	5	4	3	2	1	(26)
Retells simple stories in sequence	5	4	3	2	1	(27)
Tells the meaning of words heard in story	5	4	3	2	1	(28)

CHRONOLOGICAL AGE

IN YOUR OPINION WHAT IS THE OPTIMAL MONTH AND DATE FOR A CHILD ENTERING KINDERGARTEN (IN THE FALL) TO REACH HIS/HER FIFTH BIRTHDAY.

Month _____ (29)

Date _____ (30-31)

80-5

SOCIAL-EMOTIONAL DEVELOPMENT

SELF-RELIANCE

	Essential				Not at all Necessary	
Knows full name	5	4	3	2	1	(6)
Knows parents' names	5	4	3	2	1	(7)
Knows home address	5	4	3	2	1	(8)
Knows home phone number	5	4	3	2	1	(9)
Knows age and birthday	5	4	3	2	1	(10)
Knows own sex	5	4	3	2	1	(11)
Knows school name	5	4	3	2	1	(12)
Takes care of toilet need independently	5	4	3	2	1	(13)
Feels good about self	5	4	3	2	1	(14)
Can be away from parents for 2 to 3 hours without being upset	5	4	3	2	1	(15)
Crosses a residential street safely	5	4	3	2	1	(16)
Carries a plate of food	5	4	3	2	1	(17)
Uses the phone	5	4	3	2	1	(18)
Is not afraid to go to school	5	4	3	2	1	(19)
Enters into dinner table conversation	5	4	3	2	1	(20)
Asks to go to school	5	4	3	2	1	(21)
Dresses self	5	4	3	2	1	(22)
Knows how to use a handkerchief or tissue	5	4	3	2	1	(23)
Cares for own belongings	5	4	3	2	1	(24)
Uses a knife for spreading jam or butter	5	4	3	2	1	(25)
Brushes teeth	5	4	3	2	1	(26)

INTERPERSONAL SKILLS

	Essential				Not at all Necessary	
Plays with other children	5	4	3	2	1	(27)
Gets along well with other children	5	4	3	2	1	(28)
Meets visitors without shyness	5	4	3	2	1	(29)
Talks easily	5	4	3	2	1	(30)
Recognizes authority	5	4	3	2	1	(31)
Maintains self control	5	4	3	2	1	(32)
Shares with others	5	4	3	2	1	(33)
Likes teachers	5	4	3	2	1	(34)

WORK HABITS

	Essential				Not at all Necessary	
Helps with family chores	5	4	3	2	1	(35)
Able to stay on a task	5	4	3	2	1	(36)
Able to work independently	5	4	3	2	1	(37)
Listens carefully	5	4	3	2	1	(38)
Follows simple directions	5	4	3	2	1	(39)
Listens to a short story	5	4	3	2	1	(40)
Puts away toys	5	4	3	2	1	(41)

80-2

WORLD BOOK

Hill and Knowlton, Inc.
Pat Higgins-Crane or
Contact: Cathy Calhoun
(312) 565-1200

World Book, Inc.
A Scott Fetzer Company
Merchandise Mart Plaza
Chicago, Illinois 60654

SURVEY OF TEACHERS IDENTIFIES
WHAT KIDS SHOULD KNOW BEFORE KINDERGARTEN

CHICAGO, IL, April 20, 1987 -- Kindergarten teachers across the U.S. and Canada say it's not enough to start Bobby or Susie on their first day of school with only a brand new lunchbox. Children should try to acquire some 105 skills and concepts before that first school bell rings, according to the results of a survey released today by World Book, Inc.

Counting orally through ten, matching shapes or objects based on size and answering questions about a short story are among the skills and concepts which the vast majority of teachers surveyed deemed "desirable" for children to acquire before they reach kindergarten.

More than 3,000 U.S. and Canadian teachers responded to the survey, which was conducted in 1985 by a leading expert on early childhood education at the University of Georgia and sponsored by World Book.

"This survey of kindergarten teachers is one of the most comprehensive ever conducted on the subject of school

-more-

1988 ed 52

PUB 4683 Printed in U.S.A.

readiness skills. It provides us with insight into a number of areas and concepts which most kindergarten teachers believe are desirable for children to attain, prior to school entrance," said Dr. D. Keith Osborn, Ph.D., nationally recognized professor of child development and education at the University of Georgia, who directed the survey research.

Teachers were asked to rate the desirability of 141 different skills and concepts compiled from descriptive report cards and kindergarten readiness guidelines from randomly selected school districts, Dr. Osborn explained.

The teachers rated 105 skills and concepts as "desirable" for youngsters to have acquired prior to entering kindergarten. These included:

- Recognizes primary colors
- Uses left to right progression
- Understands top, bottom, and middle
- Repeats a sequence of orally-given sentences
- Draws and colors beyond a simple scribble
- Can be away from parents for 2-3 hours without being upset
- Dresses self
- Gets along well with others
- Is able to work independently
- Is able to stay on a task

"The study identified a need for comprehensive at-home 'learning readiness' materials that could help parents introduce their children to many of the skills and concepts they need to acquire before starting school," said Dominic J. Miccolis, Vice President, Executive Editor-Product Development and Childcraft for World Book, Inc. "It was this study in particular that inspired us to develop Early World of

-more-

Learning™ our new at-home learning readiness program for young children."

World Book has included the survey results in a new pamphlet, "Getting Ready for School...What Kindergarten Teachers Would Like Your Child to Know." The pamphlet is available free by sending a self-addressed, stamped envelope (39 cents postage) to World Book, 510 Merchandise Mart Plaza, Station 99, Chicago, IL 60654.

World Book, Inc. is a leading publisher of educational and reference materials, including **The World Book Encyclopedia**, the largest selling encyclopedia in the world, **The World Book Dictionary, Childcraft -- The How and Why Library, Early World of Learning , The Childcraft Dictionary, The World Book Year Book, Science Year, The World Book Health and Medical Annual**, and the **Childcraft Annual**.

# # #

Getting Ready for School

What Kindergarten Teachers Would Like Your Child to Know.

Dear Parent:

For seventy years, World Book has shared parents' and teachers' concerns about quality education. We know first-hand that parents of young children are becoming increasingly aware of the importance of early learning and the need to take an active part in their children's education.

To find out how parents can help young children become happy, successful students, World Book conducted a survey to determine what kinds of early learning experiences, skills, and knowledge kindergarten teachers feel children need to be prepared for school.

Over 3,000 kindergarten teachers throughout the U.S. and Canada responded to the *World Book School Readiness Skills Study*. The results identify 105 desirable readiness skills that will help young children get off to a good start when school begins.

Now we can tell you what many teachers are thinking and saying. Now you can know what really is needed. World Book offers you a place to begin and a direction to take.

Sincerely,

The Editors of World Book

Getting Ready for School

What Kindergarten Teachers Would Like Your Child to Know.

41

Those Vital Early Years

Learning does not begin when a child walks through the schoolroom door. Learning begins at home. In fact, some experts believe a child's intellectual development is as great from birth to age four as it is from four to 18. This means that by age four, half of a child's intelligence has already been formed.

The early years, then, are vitally important in a young child's development. During those years, the young child is learning to learn. By the time your child enters school, at least five years of education have taken place — with you as the first and most important teacher and your home as the most important school. With your help, your child has begun to explore the ideas, the objects, and the experiences of the world.

Experts recognize the importance of children's early learning experiences. They know that a parent's lively interest and interaction stimulate a young child's mind — and influence, in turn, a lifetime of learning ability. In other words, they recognize that the things you do with your child now — before school begins — can help your child to later success in school.

It's important, then, that you know how to help stimulate your child's mind. It is important for you to know what kinds of skills and knowledge you can provide to prepare your child for learning in the years to come. And it's important for you to know how to turn everyday interactions into learning adventures that your child will enjoy.

These are important responsibilities, but they need not overwhelm you. There are many enjoyable things you can do that will truly make a difference — with a little bit of planning that will help you make learning an important and exciting part of your child's everyday life.

Looking for "Quality Time"

We talk a lot about developing our children's full potential. We see it as a way to open doors and provide options.

We want our children to be happy, healthy, successful, and independent — able to function in the real world — a demanding place. We want to share with our children what we know, and this can be a fun and enriching experience for both you and your child.

Children are born with natural curiosity — an inquisitiveness about the world around them. It is important for you as parents to help keep that spark alive — and to make learning fun.

But parents don't always know what to teach their children — or how or when. They want to prepare their children for success in

school, but they are looking for direction in how to do it.

There's another consideration as well. Family structures and work patterns are changing. We are living in a time when more than half of the mothers of preschool children are working outside the home.

And although teaching their children is one of their most important "jobs," there seems to be less and less time to do it.

Some of the teaching is being provided by fathers, who are participating to a greater extent in their children's learning.

Some is being provided by other caregivers, who now share the responsibility for loving and learning in these critical early childhood years.

The key is a caring adult: mother, father, grandparent, caregiver. They are all looking for direction, and for ways to assure "quality time."

A Parent's Checklist: Getting Your Child Ready for School

Learning involves many skill and knowledge areas. The skills and concepts involved in childhood learning can be organized into nine skill groups. Each plays a significant role in a child's total capacity to learn.

Size

Understanding size relationships helps the child see likenesses and differences in objects and quantities. Understanding size is also basic to reading readiness and to prewriting skills, such as copying letters and shapes.

Colors and Shapes

Knowing colors is a basic skill that serves as a springboard for many learning activities, including building vocabulary, finding like and different objects, and following directions. Understanding shapes contributes to both reading and writing readiness.

Numbers

Counting, matching objects one to one, and understanding *more* and *less* build readiness for simple addition and subtraction, for understanding quantity, and for other basic math and science skills.

Reading Readiness

Reading readiness involves the experiences, knowledge and skills that will enable the child to begin to read: knowing what a letter is, becoming acquainted with books, developing vocabulary and self-expression, and hearing, understanding, and retelling stories.

Position and Direction

Understanding relationships of position and direction is an essential part of many learning activities, including organized sports and games, classroom routines, projects, worksheet and workbook exercises, and comprehension of any written material that requires the child to visualize.

Time

Understanding simple time relationships and relating specific events to time of day helps the child make the transition from home to school routines and events. It also helps the child deal with larger units of time, such as the school year, age, and birthdays.

Listening and Sequencing

Developing listening skills and understanding sequences are vital to many learning activities, including story comprehension and following directions.

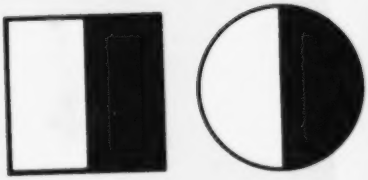
Motor Skills

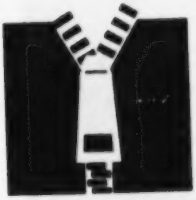
Large-muscle control enables a young child to master such basic whole-body movements as running, jumping, climbing stairs, and throwing a ball. Small-muscle control is vital to such learning activities as coloring, cutting, pasting, and marking with crayon or pencil, as well as to such self-help skills as zipping and buttoning clothes.

Social and Emotional Development

Self-help skills and interpersonal skills enable a child to develop the confidence and independence necessary to function independently and within a group. These skills include developmentally appropriate accomplishments, such as dressing, toileting, and crossing a residential street safely, and sharing and other behaviors important to successful participation in the classroom. They also include work habits that help children become successful, independent learners.

ABC





World Book surveyed specialists in early childhood education to determine what skills and knowledge a child needs in order to begin kindergarten successfully. Over 3,000 kindergarten teachers throughout the United States and Canada responded to the *World Book School Readiness Skills Study*. The results identify 105 desirable readiness skills that will help children get off to a good start when they begin school.

In the chart below, these skills are organized into the nine groupings discussed:

Size

Understands big and little
Understands long and short
Matches shapes or objects based on size

Colors and Shapes

Recognizes and names primary colors
Recognizes circles
Recognizes rectangles
Matches shapes or objects based on shape
Copies shapes

Numbers

Counts orally through 10
Counts objects in one-to-one correspondence
Understands empty and full
Understands more and less

Reading Readiness

Remembers objects from a given picture
Knows what a letter is
Has been read to frequently
Has been read to daily
Looks at books or magazines
Recognizes some nursery rhymes
Identifies parts of the body
Identifies objects that have a functional use
Knows common farm and zoo animals
Pronounces own first name
Pronounces own last name
Expresses self verbally
Identifies other children by name
Tells the meaning of simple words

Reading Readiness (continued)

- Repeats a sentence of 6-8 words
- Completes incomplete sentence with proper word
- Has own books
- Understands that print carries a message
- Pretends to read
- Uses left-to-right progression
- Answers questions about a short story
- Tells the meaning of words heard in story
- Looks at pictures and tells a story
- Identifies own first name in manuscript
- Prints own first name

Position and Direction

- Understands up and down
- Understands in and out
- Understands front and back
- Understands over (on) and under
- Understands top, bottom, middle
- Understands beside and next to
- Understands hot and cold
- Understands fast and slow

Time

- Understands day and night
- Knows age and birthday

Listening and Sequencing

- Follows simple directions
- Listens to a short story
- Listens carefully
- Recognizes common sounds
- Repeats a sequence of sounds
- Repeats a sequence of orally-given numbers
- Retells simple stories in sequence

Motor Skills

- Is able to run
- Is able to walk a straight line
- Is able to jump
- Is able to hop
- Is able to alternate feet walking down stairs
- Is able to march
- Is able to stand on one foot 5-10 seconds
- Is able to walk backwards for five feet
- Is able to throw a ball

Motor Skills (continued)

- Pastes objects
- Claps hands
- Matches simple objects
- Touches fingers
- Able to button
- Builds with blocks
- Completes simple puzzles (6 pcs. or less)
- Draws and colors beyond a simple scribble
- Able to zip
- Controls pencil and crayon well
- Cuts simple shapes
- Handles scissors well
- Able to copy simple shapes

Social-Emotional Development

- Can be away from parents for 2-3 hours without being upset
- Takes care of toilet needs independently
- Feels good about self
- Is not afraid to go to school
- Cares for own belongings
- Knows full name
- Dresses self
- Knows how to use a handkerchief or tissue
- Knows own sex
- Brushes teeth
- Crosses a residential street safely
- Asks to go to school
- Knows parents' names
- Knows home address
- Knows home phone number
- Enters into dinner table conversation
- Carries a plate of food
- Maintains self-control
- Gets along well with other children
- Plays with other children
- Recognizes authority
- Shares with others
- Talks easily
- Likes teachers
- Meets visitors without shyness
- Puts away toys
- Able to stay on a task
- Able to work independently
- Helps family with chores

What Parents Can Do

There does seem to be a lot for a small child to absorb! But the parents we've met are eager to help; the children eager to learn. It's really only a question of where to begin . . . and how.

So let us share our thoughts with you on "getting started."

- Teaching these skills does not require a rigid schedule or large blocks of time. In fact, readiness skills are best taught in small doses, with repetition over time — without pressure for you or your child.
- No child needs to acquire every skill before entering kindergarten. The list represents the ideal — something to aim for. Children develop at different rates. Some learn particular skills earlier; some later. The goal is not to speed up development, but to insure that each child has the best possible opportunities to learn and grow at each level of development.
- A good place to begin is with the day-to-day encouragement of parents, grandparents, caregiver, older brother or sister. They can reinforce skills, such as clapping hands, looking at books, or recognizing common objects or sounds.

A Few Words About How Children Learn Best

Children learn best when they are active participants — mentally and physically, thinking and doing.

Children learn through playing — having fun. Learning that a balloon is yellow and round doesn't make it any less enjoyable to hold.

So make learning fun . . . a game between you and your child. What we think of as learning tools and children think of as toys — books, music and story tapes, puppets, games, drawing materials, and cut-out shapes — are an enjoyable and stimulating way to teach children many things they need to know.

In teaching, it is important to remember that every child is different from every other child. The advantage of being your child's first teacher is that *you know and understand your child better than anyone else.* With that knowledge, you are able to teach the skills that are right for your child. And you can teach them at your own pace, having fun as you share the experience together.

Let's Look At a Few Examples of Teaching You Might Do

SIZE

This group of skills includes basic discrimination of *big* and *small*, related size concepts, and matching based on size.

Skill

Understanding big and small, tall and short

Activity

- Take a walk around the yard or neighborhood with your child and look for objects to compare in size. Your child can find a big leaf and a small leaf, a tall tree and a short tree, a tall person and a short person, a big pet and a small pet.

- Have ready a big and a small empty box or bag. Find two each of several objects, one big and one small; for example, an adult-size shoe and a small child's shoe; a big and a small ball; a small spoon and a large wooden spoon. Put all the objects in a pile. Help your child find two that are similar and then place the big one in the big box and the small one in the small box. Continue until all are sorted.

Color and Shape

Skill

Name and recognize primary colors red, yellow, blue

Activity

- Go for a color walk with your child. Look for as many things of one color as possible.
- Play a touching game with things around your house. As an example, ask your child to: "Touch the blue book." "Touch the red chair." "Touch the yellow pot."

Skill

Recognize circle, rectangle

Activity

- Help your child find various shapes around the house, such as rectangle (window, door, table top, TV screen) or circle (clock, skillet, wheels, plates).

Numbers

This group of skills includes counting through 10, matching objects one-to-one, and quantity.

Skill

Counting orally through 10

Activity

- In the bottom of each pocket of an empty egg carton, place different quantites, from 1 to 10.

of small items such as buttons, beans, pegs, raisins, or peanuts. Ask your child to count the number in each pocket.

Skill

Matching objects one-to-one

Activity

- Make a game of setting the table. Ask your child to help you find a cup for each saucer, a fork for each plate, or a napkin for each placemat.

Reading Readiness

It has been said that a child's overall success in school and later in life is directly related to his or her success in reading. This group of skills includes basic vocabulary, verbal expression, awareness of letters, sentence sense, story comprehension and storytelling, awareness of books and printed words, and related writing readiness skills, all of which contribute to a successful start in reading.

Skill

Identifies parts of the body (basic vocabulary)

Activity

- Play "Simon Says" with your child. Remind him or her to do what you say only if you say "Simon says" before you give the direction. For example: "Simon says, 'Touch your head.'" "Simon says, 'Touch your elbow.'" "Touch your toes." "Simon says, 'Touch your ears.'"

Skill

Awareness of letters

Activity

- Even before your child learns to recognize letters, make a point of printing your child's

name on his or her own books, on favorite belongings, or on pictures your child draws. Each time, point out the first letter and the last letter in your child's name. Have your child count the letters. If the name has two or more identical letters, see if your child can point them out. You can also have your child find and count letters on food labels and signs and in magazine titles and newspaper headlines.

Skill

Storytelling

Activity

- Find a magazine picture that shows one or more children engaged in an interesting activity. Encourage your child to tell about what is happening in the picture. If you repeat this activity several times, using different pictures, you can encourage your child to notice more details in the picture, to add imaginative touches, and to talk about how the people in the picture feel.

- As you read a favorite picture book, encourage your child to participate — first by joining in on favorite refrains, then by talking with you about what is happening in the pictures. When the story is very familiar, let your child "read" the story to you or to a younger brother or sister by looking at the pictures and telling the story.

Position and Direction

This group of skills includes word meanings, relative position, left-to-right and top-middle-bottom progression, and additional descriptive language, including opposites.

Skill

Understand *in* and *out*, *over* and *under*, *front* and *back*, *up* and *down*

Activity

- Make a game of having your child follow simple directions using these words. For example: "Sit *under* the table." "Walk *up* the stairs." "Hold the ball *over* your head." "Stand *in front of me*." "Walk *in back of* the chair." "Run *behind* the house."

Skill

Understand descriptive words *hot* and *cold*, *fast* and *slow*

Activity

- Cut out magazine pictures of animals and vehicles that are either fast or slow. Help your child sort the pictures into a *fast* pile and a *slow* pile — for example, *turtle* and *snail* in the *slow* pile, *jet plane* and *eagle* in the *fast* pile.

TIME

This group of skills includes time of day, year, and birthday.

Skill

Understands the concept of day and night

Activity

- Look through some magazines with your child for pictures that show daytime (morning or afternoon) and nighttime activities. Help your child find clues in the picture that show what time of day it is — for example, people eating breakfast, lunch, or dinner; the sun or the moon and stars; bright or dark sky.

Listening and Sequencing

This group of skills includes sound recognition, simple sequences, story recall, and paying attention.

Skill

Hears and identifies many natural sounds

Activity

- Go for a listening walk with your child. Listen for very quiet sounds or very loud sounds. Be sure to help your child notice where the sounds come from. When you return, talk about the sounds you heard and make a game of seeing how many you and your child can remember.

Skill

Retells simple stories in sequence

Activity

- Read a favorite story to your child. Afterward, ask such questions as "What happened first?" "What happened next?" "What happened last?"

Motor Skills

This group of skills includes large-muscle activities involving the entire body, such as jumping, hopping, and throwing a ball, and small-muscle activities, such as coloring, cutting, drawing, and buttoning and zipping.

Skill

Is able to button and zip clothes

Activity

- You can find toys that help teach these skills. But if you prefer, make your own learning toy. Attach these items to a board: a shoe for lacing, a zipper cut from an old pair of pants, a row of buttons and buttonholes from a shirt, and a belt or dog collar for buckling.

Skill

Is able to hop and jump

Activity

- Have your child imitate various animals by jumping like a kangaroo, rabbit, or frog. Have your child jump and hop to different tempos of music. On a walk, jump over the cracks in the sidewalk one at a time with your child.

Social and Emotional Skills

Many of the social and emotional skills shown in the checklist can be learned with a parent's or caregiver's help through daily practice and encouragement. This group of skills includes both self-help, such as caring for belongings, knowing full name and address, and working independently; and behaviors that help children get along with others, such as sharing and taking turns.

Skill

Knows home address and telephone number

Activity

- Print the numbers on a piece of cardboard to show your child his or her address or phone number. Help your child trace them with a finger and repeat them. Have your child copy the numbers with a crayon on paper or with chalk on a blackboard.

Skill

Meets visitors without shyness

Activity

- Frequent visits with family friends can help your child feel confident with other adults. Take your child with you to stores, the post office, the bank, so that he or she will meet new people and hear you talk with them.

Skill

Helps with family chores

Activity

- Give your child special jobs to do, and praise him or her afterwards, even if the job is not perfect. Possible chores including setting the table, dusting low, easy-to-reach places, and putting things away. Don't ask a young child to clean his or her room; he or she won't know where to begin. Instead, assign individual tasks, such as picking up blocks, one at a time.

Helping Your Child Look Forward to School

In all of your teaching, a major goal is to foster a positive attitude toward learning and eventually toward school. Here are some things you can do to help your child look forward to school:

- Be positive about school and teachers. When you talk about your child's upcoming school experience, be cheerful and confident.
- Try to meet and introduce your child to some future classmates; invite one or two over to play or for lunch.
- Before your child enters school, visit the school several times. Try to go at least once while school is in session, so that your child can see the other children.
- Try to anticipate and ease your child's fears about school by answering his or her questions. Typical ones: "Will the teacher be nice?" "Will the other kids like me?" "Who's going to meet me after school?"

Opening the Door to Learning

The early years are a wonderful time — a special time for parents and children. It is a time that invites the sharing of meaningful experiences in a warm, supportive environment. It is a time to prepare your child for the exciting learning experience that is to come.

By planning ahead, using your imagination and creativity, and spending a small amount of time each day, you can open the door to the joy of learning and to a special relationship with your child.